RIDGEWAY Primary School

# Algebra

National Centre for Excellence in the Teaching of Mathematics

| | EQUATIONS | | | | | |
|---|---|---|---|---|---|---|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Understand the composition of numbers to 10. Recall of number bonds to 5 – including subtraction facts and some number bonds to 10, including double facts. | *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and* ***missing number problems*** *such as* $7 = \square - 9$ (copied from Addition and Subtraction) | *recognise and use the inverse relationship between addition and subtraction and use this to check calculations and* ***missing number*** *problems.* (copied from Addition and Subtraction) | solve problems, *including* ***missing number*** *problems, using number facts, place value, and more complex addition and subtraction.* (copied from Addition and Subtraction)<br>*solve problems, including* ***missing number*** *problems, involving multiplication and division, including integer scaling* (copied from Multiplication and Division) | | *use the properties of rectangles to deduce related facts and find* ***missing lengths and angles*** (copied from Geometry: Properties of Shapes) | express missing number problems algebraically |
| | | *recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100* (copied from Addition and Subtraction) | | | | find pairs of numbers that satisfy number sentences involving two unknowns |
| | *represent and use* | | | | | enumerate all |

| | | | | | | |
|---|---|---|---|---|---|---|
| | *number bonds and related subtraction facts within 20* (copied from Addition and Subtraction) | | | | | possibilities of combinations of two variables |

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| | FORMULAE | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | | | *Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit. (Copied from NSG measurement)* | | use simple formulae |
| | | | | | | *recognise when it is possible to use **formulae** for area and volume of shapes* (copied from Measurement) |
| **EYFS** | **SEQUENCES** | | | | | |
| *Sequence actions (First, then/ last).* | *sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening* (copied from Measurement) | *compare and sequence intervals of time* (copied from Measurement) | | | | generate and describe linear number sequences |
| | | *order and arrange combinations of mathematical objects in patterns* (copied from Geometry: position and direction) | | | | |